

Jill Osborne's Response to Parkland Teachers' Local Questions

Dear Parkland Teachers Local 10:

Thank you for the opportunity to answer these important questions.

1. What are your top priorities for improving student achievement and well-being across the division, and how do you plan to address them?

Classroom complexity and student dysregulation negatively impact student achievement and well-being in our classrooms. Through the Student Conduct and Behaviour report that PSD Board of Trustees receives for information, we have data that supports teachers' lived experiences in classrooms. Year over year, there has been an alarming increase in suspensions, expulsions and dysregulated behaviour. I put forward a motion to create an Ad Hoc Committee in [February 2025](#) to bring this data to the Alberta School Boards Association and the Public School Board Association of Alberta to see if other divisions were receiving similar information, and to compile data throughout the province. Unfortunately, we were 1 of only 4 Boards whose Administration provided a similar report. Other Boards could speak to anecdotal evidence, but that is not enough for this government.

Classrooms need to be adequately supported with additional teachers and education assistants for students to be successful and to address Classroom Complexity. If re-elected, I would continue advocacy to increase the per student funding for Instruction and direct every dollar possible toward classrooms. I would also continue my support of the Division Psychologist Model and Nutrition Programs to address Wellness.

2. How will you ensure that financial decisions and budget allocations remain transparent and focused on supporting classrooms and student learning?

The current funding model does not allow individual boards to make decisions based on their local context. Funding envelopes have set amounts, and we are not permitted to move money between grants. One-time money, like the Learning Loss Grant, is not sustainable, and good programs that take time and money to develop end up falling off the other end of the table because of it. If re-elected, I would continue to advocate for Board autonomy of provincial funding. We would allocate and account for increased dollars in classrooms through budget reviews and the yearly audit process.

3. What is your approach to engaging with parents, staff, and community members to ensure their voices are meaningfully included in board decisions?

From my perspective, the way PSD approaches engagement with education partners has become antiquated. Families are busy, and we need to reimagine how we connect to community. The best engagements I have attended had a topic of interest shared ahead of time and were available to participants by Zoom, so they could attend from the rink parking lot if they had to. The engagement could also be recorded for additional participants who could provide feedback by survey or email.

The bi-monthly Teachers Board Advisory Committee, which is attended by Local 10 Executive, members of Administration and three trustees, has been an effective way to share information and

hear concerns from ATA Members. It was a pleasure to be a part of that committee twice in my first term.

4. Given the growing push for private and charter schools, how will you advocate for strong, well-funded public education that serves all students equitably?

Historically, Charter School applications were considered only when they offered something that the local Public schools did not. Parkland School Division provides choices to families through its many programs and continues to lead when it comes to innovative programs and community partnerships.

Private schools do not have to accept all students, are not governed by publicly elected Boards and do not have to provide the robust public reports that public schools are required to do through legislation. That is why I will continue to advocate for public dollars to stay in public schools.

5. In light of current challenges in education, what steps will you take to ensure public schools have high standards of learning, safety, and inclusivity?

Administrative Procedure 390 - Community, Equity and Belonging was implemented in my first year as Trustee. It gives clear direction from the Superintendent to ensure a sense of belonging exists in all places for staff, students, and community members. It is supported by section 16(1) of the Education Act and was reflected in Policy 18 - Learning and Working in a Welcoming, Caring, Respectful and Safe Environment that the Board of Trustees passed in [February 2025](#). Unfortunately, Ministerial Orders supersede policy and existing legislation. We were directed to implement several Ministerial Orders that have caused confusion and concern among many staff, students and parents. I will continue to use my voice to speak against Ministerial Orders that contradict the policies and procedures in our division.

Thank you for all that you do for the students of Parkland School Division. I will be thinking of you all in the days ahead.

Jill Osborne, Ward 5 Candidate